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ABSTRACT

This is one unit of the series described in SO 000 378. In the nineteen thirties and forties, government began to act as the fulcrum in a balance of power between labor and industry. It is necessary for the students to understand the importance of the role of all three in American Society today. The specific objectives of this unit are enumerated: 1) to explore the growth and influence of organized labor in a changing America; 2) to correlate the relationship of the labor movement and its recognition of the rights of the laborers, and the movement for the basic rights of man; 3) to recognize the problems of labor today associated with automation and technology --educational needs, leisure time, early retirement, white-collar unionization; 4) to be aware of the conflict areas and problems of labor --collective bargaining, right to strike, equal rights for the races and sexes, and the right to work; 5) to discover that the study of labor is interdisciplinary --history, sociology, anthropology, and economics; 6) to appreciate the contributions of labor to the creative arts; 7) to develop an empathy for the worker, and an appreciation of skills and craftsmanship; and, 8) to realize that American economic growth depends on each individual's skill development or the performance of a service in contribution. (SBE)

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# LABOR IN AMERICA

Prepared by

Ocean County Title III
Social Studies Project

Sp 000 387

Experimental Edition - Subject to Revision
1968

A FACILITATING ENVIRONMENT FOR

A MEANINGFUL PROGRAM IN

UNITED STATES HISTORY

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## PREFACE

This is one unit of the series of ten in preparation for use in the two-year study of United States history required in the secondary schools of New Jersey.

An eleventh booklet, a teacher's guide, is also available in which skills to be taught, maintained and/or extended are suggested, and some ideas for evaluating both teacher and student performance are listed in a checklist format.

These materials may be copied or used in any way desired. They have been compiled in a form that will permit their constant revision and updating by anyone using them.

The most desirable physical environment for students using this curriculum is the learning laboratory or center described in the Teacher's Guide.

The proposed curriculum includes these units:

Agriculture
American Mind, The
American People
Business
Comparative Ways of Life
Contemporary Problems
Foreign Affairs
Government
Labor
Politics

PREFACE (continued page 2)

This series of curriculum guides has been developed in order to actively involve students in the learning process. Trends in society and in the field of education make it necessary for teachers

1. to arouse student interest in history so that he feels a relevancy between the curriculum and himself
2. to create an environment where pupils by working together on a common venture experience the three areas of interaction - conflict, competition, and cooperation
3. to encourage a greater degree of thought and creativity
4. to choose learning experiences that emphasize the development of skills, concepts and attitudes
5. to acquaint students with a variety of media as sources of information
6. to individualize their programs and in so doing, capitalize on their abilities, talents, and interests
7. to encourage pupils to make decisions not only in their selection of activities but also in the methods they will use to carry it to its completion.

In order to facilitate the use of each curriculum unit in this series, the following should be considered:

1. The activities are related directly to the objectives of each unit. The teacher and students need to select those objectives they feel are of greatest importance and then choose learning activities which will develop them.

2. The guide is intended to be open-ended. The utilization of the suggested activities will vary. They may be a means of individualizing instruction by having students or groups of students select their own activities to explore the unit; or as a program for the entire class with the students and the teacher selecting only one or two activities for the entire class to develop. The method chosen may vary with the class and with the teaching style of the instructor. The first method is recommended by the project members.

3. Many traditional learning activities relevant to the study of a particular topic have been omitted. The extent to which they are employed along with the activity approach may vary dependent upon the objectives of each teacher.

4. By consulting the skill development listing in the Teacher's Guide, activities may be recommended which will help overcome student weaknesses.

5. The activities may be used in any order and are constructed in such a way that they can be easily up-dated or adjusted to suit local situations.

6. The content area has been included as a guide for those who wish to use it. Its role in the entire unit is as a means to an end rather than being an end in itself. Skill development, understanding and attitudinal and behavioral change are more important than the acquisition of unrelated bits and pieces of information.

7. For evaluation purposes, refer to the Teacher's Guide, a separate booklet containing an overview of the program with many suggestions for its use.

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# LABOR IN AMERICA

## I. OVERVIEW

Labor in America has from the very beginning followed a different pattern from its old world counterpart. Whether this is attributable to the existence of the Frontier. European ideas, the geography of the continent, or the universal ideals which man had kept secret within him that could here, in this new world, at last find expression, is perhaps a worthwhile project to research and explore. For whatever reason, two aspects of the American labor story stand out: That work is respected, and that there is hope for future success - a strange combination, perhaps, of the Protestant Ethic and The American Dream. From indentured servitude and slavery, to the economic slavery of the 19th century farm and factory, through the rise of organized labor is a long and often tragic road, but it contains within it much that is the real heart of the American story.

During the years following the Civil War, the nation was transformed by revolutions in industry, transportation, and communications. While society and goverment made a limited adjustment to the coming of the machine, labor's effort was on the whole convulsive and unsuccessful. Labor was unable to act as a unit, unable to agree even upon the nature of the problem, unable to form proper objectives and unable to agree on the instruments of action. Well into the 20th century labor debated whether to accept or reject capitalism, whether to put faith in laissez-faire, whether to depend on government support by encouraging political action, or to form a worker's party under a socialist banner. They argued over

I. OVERVIEW (Cont'd)

whether to organize on a craft basis, or a broad industrial basis; whether to embrace all workers, skilled and unskilled, or to have "elite" unions.

Generally speaking, industry, government, the courts, and public opinion were against labor's cause, and progress was slow and unsteady. The major aims of bettering the conditions of labor, and allowing labor to share more equitably in the enormous profits of the machine age, were some extent coordinated in the aims of the newly formed labor unions - The National Labor Union, The Knights of Labor, and The American Federation of Labor. The bitterness and violence that followed in their wake created an antipathy to organized labor, but some progress was made.

An important concept for the student to understand is that out of this confusion and violence came a unique experiment in labor and management cooperation. By the turn of the century American labor, unlike its European counterparts, cast its lot with capitalism and worked to increase profits so that the burgeoning wealth could be shared. Labor chose to work within the framework of the American economic system rather than against it, and to force favorable adjustments by political action within one of the major parties, or by their own temporary action.

The great gains of labor came in the nineteen thirties and forties. Gradually "Big Government" began to act as the fulcrum in a balance of power between labor and industry. It is necessary for the students to understand the importance of the role of all three in American society today.

II. OBJECTIVES: To help students:

A. Explore the growth and influence of organized labor in America.
Why --- In an ever changing society it is important for students to understand causes and effects of movements which will affect them personally.

B. Correlate the relationship of the labor movement and its recognition of the rights of the laborer and the movement for the "basic rights of man."
Why --- In our democratic society certain rights have been guaranteed to all people, but not necessarily fulfilled. Organization helps the individual accomplish this.

C. Recognize the role of business, labor and government in American society.
Why --- The theory of countervailing power is of importance to our free economy, since each of these groups must be aware of the role of the others.

D. Recognize the many problems of labor today associated with automation and technology.
Why --- Students should be aware of:

1. The resulting trend from blue to white collar worker.
2. Increased need for educational and technical preparation.
3. The unionization of white collar workers.
4. Increase leisure time.
5. Problems of early retirement, since these are the problems of their generation.

E. Be aware of the conflicts represented by many of the problem areas of labor: The right to bargain collectively, the right to strike, equal rights for both sexes, equal rights for all races, the right to work.
Why --- There are conflicts in all areas of our society. By emphasing the conflicts in this area, students can see that there are at least two sides to every question, and that each side has the right to be heard.

F. Discover that a study of labor reaches across many disciplines - history, sociology, anthropolgy, and economics.
Why --- Students should realize that you cannot isolate a topic that affects the American public in so many different aspects.

G. Appreciate that there is value and beauty in labor.
Why --- Labor has left its mark on the creative arts in the beauty of handicraft, modern package design, folk music, factory design, and others.

II. OBJECTIVES: To help students:

H. Emphasize the significant role of all labor; that every task is of value to the individual and to the society in which we live.
Why --- It is important that the student develop an empathy for the worker, an appreciation of the skills required and the craftmanship, and understanding of the pride that comes with accomplishment, no matter what the task.

I. To realize that American economic growth depends upon each individual's developing a skill or performing a service which will contribute to that growth.
Why --- In our present complex society the interdependence of man upon man should be emphasized. If man takes from society he must also expect to contribute.

III. SUGGESTED EVALUATION

A. What should be evaluated?

1. Student effort

a. Number and variety of sources used.

b. Number of learning activities employed.

c. Quality of sources used.

d. Quality of activity reports.

2. Information gained. To what extent:

a. Do students understand the development of labor's right to organize and to strike in the United States?

b. Do students realize the changes that have taken place and are now occuring in the relationship of workers with government and business?

c. Are students aware of the influence of technology on present day labor problems? For example: automation, retirement, manpower retraining, educational demands, etc.

d. Do students have knowledge of the many weapons that can be used in a labor dispute by the parties involved? Do they also understand the many avenues for conciliation?

e. Do students understand the organizational structure of today's unions and the role members can play in their operation?

3. Skills gained or improved. To what extent:

a. Have students improved their ability to gather and evaluate information gained from interviews?

b. Have students improved their ability to use current sources of information? Have they improved their techniques in using the Readers Guide, Facts on File, New York Times Index, micro-film reader, etc.?

III. SUGGESTED EVALUATION (Cont'd)

3. Skills gained (Cont'd)

c. Have students improved their ability to present information gained? Are they using a wide variety of materials in presenting these reports?

d. Have students improved in their ability to understand time and chronology through their study of the sequential development of organized labor in the United States?

e. The Teachers Guide Booklet contains a listing of skills to be developed in all units.

4. Attitude changes. To what extent:

a. Do students recognize the worth of labor and the contributions of its many forms to his daily life?

b. Are the students able to relate to the many groups effected by a labor dispute? Does this empathy enable them to view with greater understanding the complexity of labor disputes?

B. What methods should be used to make these evaluations?

1. Student effort - Quality and quantity of student activity.

a. Checklist of student activity (lists of sources used, types of sources, activities employed, variety of activities, group meetings, equipment used, etc.)

b. Subjective analysis of the Learning Activity Reports (both progress reports and final reports should be evaluated). All reports should be judged by the teacher even though some may not be presented in final form to the class. Student may be asked to enter into this evaluation.

2. Information gained

a. Evaluation of Learning Activity Reports

b. Student Evaluation Sheet - Students may be asked to help evaluate their own progress during the unit by completing an evaluation sheet giving the information gained in a descriptive essay and listing the new materials used during the study.

III. SUGGESTED EVALUATION (Cont'd)

c. Students may be asked to submit written answers to questions organized into the interest survey (see Learning Activity Interest Survey).

d. Students may be given a factual quiz testing their knowledge of such unit highlights as paternalism, Craft vs industrial unions, weapons or labor and management, collective bargaining, etc.

e. Students may be asked to write an evaluation of a current strike. Evaluation could be based on each student's understanding of weapons of labor, weapons of management, groups effected by the strike, mechanics for settlement, etc.

3. Skills developed during the unit.

a. Activity checklists will determine the extent to which pupils demonstrated their skill in using current sources of information.

b. Activity reports will assist the teacher in assessing the pupils ability to interpret interviews. These reports will also assist in evaluating the progress made by the students in the use of a variety of materials to present information.

c. Students may be asked to construct a time chart as a means of evaluating the student's progress in reading and interpreting charts.

d. Use of the checklist at the end of the Teachers Guide Booklet will enable the teacher to evaluate the contribution of the unit to student growth in the many other areas of skill development.

4. Attitude changes.

a. Have students complete attitude survey at the beginning and at the end of the unit. A comparison of the results should reveal a growing appreciation of the complexity of labor problems and a growing openmindedness toward the issues involved.

III. SUGGESTED EVALUATION ( Cont'd )

b. Have students write an essay on the most important industry in their community. They should include information about the jobs involved, its operation, and its contribution to the community to enable the teacher to examine students empathy for the workers and their contribution to society. Include information about types of jobs created and the overall operation of the industrial plant. Explain how such an industry contributes to the community. Use this essay to examine student's empathy for the laborers and their contribution to society.

LABOR IN AMERICA

IV. LEARNING ACTIVITY - ARTS AND CRAFTS

A. Purpose

1. To have students gain a realization that through labor must, in most cases, be functional, it also includes elements of intrinsic aesthetic value.

2. To make students aware that the psychology of pleasant working conditions increase output and increases the feeling of worth of the individual.

3. To alert students to the imaginative scope of art and design in the laboring environment.

B. Procedure

1. Introduction

a. Show the class a piece of sculpture done by a student in the school art classes, a picture of a modern factory, a picture or a model of a customized car, and a colorful fashion design. Stimulate discussion dealing with the relationship of labor and aesthetic values.

b. Discuss with students ways in which they could explore this idea.

c. Invite an antique specialist in to discuss background, manner of production, and ability to distinguish valuable pieces.

2. Development

a. Groups and/or individuals to plan and construct models or blueprints of various types including model factories.

b. Groups and/or individuals to do research and to gather pictures and artifacts from the community that could be displayed.

c. In cooperation with the Industrial Arts Department plan joint exhibit showing that student's work has aesthetic value.

3. Evaluation: Each student would select a given object, picture or model, and explain, in written or oral form, the relationship between the labor and aesthetic value of the particular item selected.

LABOR IN AMERICA

IV. LEARNING ACTIVITY - HISTORICAL COMPARISON, A METHOD OF EXAMINATION: SLAVERY

A. Purpose

1. To examine slavery as a form of labor.

2. To examine the human effects of slavery.

3. To compare slavery in the U.S. prior to the mid 19th century with slavery in another society.

B. Procedure

1. Introduction

a. Teacher might discuss with the class or group using the activity, a book, such as Mind of the South by Cash as an example of this method of examination of this historical institution. This is an example of the technique of comparison in studying the slavery issue.

b. Students might write a brief descriptive essay on slavery prior to this activity.

2. Development

a. By using historical references students should examine the institution of slavery in the U.S. prior to mid 19th Century and compare it with slavery in another society.

b. Students should prepare a report to explain these findings to the class. This report may be in the form of a paper, dramatization, or visual display.

3. Evaluation

a. Teacher may examine the report to evaluate student understanding of the institution of slavery. Some reference might be made to the early essay written by the students on slavery to discover if there is a change in the depth of understanding.

b. The quality and methods of historical research should also be considered in the evaluation of student work.

LABOR IN AMERICA

IV. LEARNING ACTIVITY - PANEL DISCUSSION

A. Purpose

1. To make the students aware of the different points of view represented by business, labor, and government.

2. To initiate individual research.

3. To develop the skills of research, organization, expression, and interpretation.

B. Procedure

1. Introduction: By researching the attitudes of Big Business, Big Labor, and Big Government through current newspapers and periodicals, in relation to a current strike or to an earlier famous strike, the students can identify themselves with the representatives from each group.

2. Development

a. Teacher may appoint six people to serve as panelists or any other method may be used to secure panelists - two will represent labor, two, business and two, the government.

b. The panelists or the class will determine the strike of greatest interest to them.

c. Each group will do the research required for their assignment.

d. After the research is finished, each group will help their panelist prepare his presentation and work on five questions to ask the other panelists.

e. Each panelist is allowed three minutes for his presentation. Then the group is open to questions from the floor.

3. Evaluation: Judge the students' ability to grasp the significance of three points of view, both by their presentations and the depth of their questions.

# LABOR IN AMERICA

## IV. LEARNING ACTIVITY - EXPLORATION OF CAREERS

### A. Purpose

1. To appreciate the value of all types of labor.

2. To explore all types of vocational opportunities in the immediate area.

3. To investigate some of the major elements of various vocations - preparation, salary range, opportunities for advancement, changes that have taken place over the past few generations, problems, such as: unionization, professional and business organizations, etc.

4. To consider the necessity to seek jobs out of the immediate area.

5. To encourage the student to use the facilities of his own high school in job preparation.

6. To discourage school-dropouts by emphasizing that individuals must have skills to exchange for pay.

### B. Procedure

1. Introduction

   a. Guidance personnel, in a lecture or presentation, could offer advice concerning vocational information provided in the school.

   b. Various pamphlets such as those provided by insurance companies, could be offered to students for perusal.

2. Development

   a. Students explore in length vocational opportunities in the area. This research should include:

      (1) Preparation needed for the job.
      (2) Salary range, employment opportunities.
      (3) Opportunities for advancement
      (4) Changes in work over the years.
      (5) Types of labor organizations

   b. Students can report to class by means of tapes, charts, graphs, oral reports, and written reports.

LABOR IN AMERICA

IV. LEARNING ACTIVITY - EXPLORATION OF CAREERS (Cont'd)

3. Evaluation

a. The reports made by each student would be made in oral and written form and evaluated for their thoroughness.

b. A test could be given to the class to discover their general knowledge of the vocational problems and opportunities offered in a community.

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IV. LEARNING ACTIVITY - BIOGRAPHY OR HISTORICAL FICTION "THE GREAT MAN" APPROACH

A. Purpose

1. To explore lives of men who influenced their times.

2. To motivate a more personal interest in the field of labor by studying a man's life rather than his deeds alone.

3. To understand the environment that bred the leaders of American labor.

4. To appreciate the importance of an individual's influence.

B. Procedure

1. Introduction

a. Teacher may ask the class to name all of the men they are aware of who have influenced American labor.

b. List them on the board and send two students to the library to investigate which men have books written about them.

c. Bring book lists back to class.

d. Books could show the positive or the negative picture of labor from the life of Samuel Gompers to Tentacles of Power about James Hoffa.

2. Development

a. Divide class into groups so that each group of four or five have a different man to read about and investigate.

b. Allow for sufficient reading time before groups take over class.

c. Have group report on the men as they appeared in time sequence in labor history.

3. Evaluation: Groups should be evaluated on quality or research, ability to convey the ideas and philosophy of the labor leader as given by the author, and on the interest awakened in the rest of the class.

# LABOR IN AMERICA

## IV. LEARNING ACTIVITY - PHOTOGRAPHY (SLIDES)

### A. Purpose

1. To show examples of the types of industrial development existing in our community and in industrial areas within comfortable travel distance.

2. To show comparisons of homes of workers in mill towns or industrial centers with homes of workers in suburban communities.

3. To stimulate interest in the historical, economic, and sociological aspects of the labor movement.

### B. Procedure

1. Introduction: It would be well for the teacher to acquaint himself with the economic community from which he draws his students. If there are major industries, inquire as to their availability for class or student visits. Also research the availability of restored villages such as the iron smelting town of Allaire.

2. Development

   a. Research community through slides of industries, industrial ares and homes of workers.

   b. Using 35 mm. cameria, reproduce pictures of other periods of American history for purposes of comparison.

3. Evaluation: Write a narration that could accompany the slides. The best narrations will be taped in the learning center.

# LABOR IN AMERICA

## IV. LEARNING ACTIVITY - FIELD TRIPS

### A. Purpose

1. To become aware of the different types of labor performed in the past and in the present, and to become aware of the different levels of reward received from these various forms of labor.

### B. Procedure

1. Introduction

   a. Lead the class in a discussion about types of labor both past and present, factors that determine the kind of work available in a given area, kinds of rewards received from different tasks and vocations.

   b. Determine places to visit in order to study further the topics above.

2. Development

   a. Encourage both small group and total class visitation to several places in order to provide a basis for comparison.

   b. Help students think through the arrangements to be made for each trip and then make the necessary phone calls, write the letters, etc.

   c. Plan the trip itself: How to get necessary background, what to look for, questions to ask, equipment to take (camera, tape recorder).

3. Evaluation

   Students will report on each visit. Reports may take various forms.

## IV. LEARNING ACTIVITY - ATTITUDE SURVEY

### Attitude Survey

A. Purpose

1. To identify value judgments relating to the problems in labor and management relations today.

2. To discover the changes that have taken place in the attitude of the American public toward organized labor.

3. To have the student relate his own attitudes to those of his peers, and the American public of the past and the "public" today.

B. Procedure

1. Introduction

a. The teacher and student may explore together a current events source prior to individual research by students of current labor issues.

b. "The Rise of Organized Labor" part of the Public Issue Series, Harvard University Press, could be used by the students to stimulate value questions concerning organized labor and its rise to power.

2. Development

a. Students compile a list of value questions dealing with the role of organized labor, i.e.

1. Do you favor right to work laws?
2. Should government employees be permitted to strike?
3. Should all workers belong to one union, etc.?

b. The attitude survey is taken of adults and students.

c. Students explain how these questions might have been answered in the past and in different areas of the nation.

d. Students relate themselves to value judgments of others by comparing the results of their survey with those submitted by other groups tested.

IV. LEARNING ACTIVITY - ATTITUDE SURVEY (Cont'd)

3. Evaluation

a. From the essay submitted evaluate the achievement the student has made concerning his understanding of labor

b. His survey questions would furnish a picture of his understanding of current issues.

c. Some questions from survey should be included at the end of the course to see the change influences of other aspects of the American way of life and his growing maturity have made in his response.

# LABOR IN AMERICA

## IV. LEARNING ACTIVITY - ROLE PLAYING: THE ANATOMY OF THE LABOR-MANAGEMENT DISPUTE

### A. Purpose

1. To study the bases of conflict between labor and management.

2. To study the techniques of arbitration and the strike in order to gain some idea of the forces involved and how the public interest is affected.

3. To see the relationship of labor unrest to such current problems as collective bargaining, automation, featherbedding, and other changes in the economic order.

### B. Procedure

1. Introduction: Teacher and students will discuss possible causes of Labor-Management disputes, which, if not resolved, could lead to strikes.

2. Development

   a. Use will be made of current accounts of Labor-Management disputes in newspapers, magazines, and news broadcasts. Also, accounts of the New York Transit strike of 1966, and currently threatened strikes could be discussed.

   b. A filmstrip entitled Labor Problems - Problems and New Areas of Industry (Eyegate) may be used to gain further insight into the nature of Labor-Management conflict.

   c. Students will deal with a hypothetical situation in which twenty-five union members are faced with loss of their jobs. (See Student Direction Sheet)

3. Evaluation: Present a management-labor problem, (actual or hypothetical) and require students to write a solution considered fair to Labor, Management and the Public.

# LABOR IN AMERICA

## IV. LEARNING ACTIVITY - A RADIO SHOW - SONGS OF THE WORKING MAN

### A. Purpose

1. To stimulate creativity on the part of the student.

2. To show how a major field of history is reflected in the arts.

3. To encourage research on the feelings of workers in various periods of history as expressed through music.

4. To show that the American people have had, in general, a healthy respect for work.

### B. Procedure

1. Introduction

   a. This activity is designed to have students research the songs representative of labor such as; Old Man River, 15 Tons, I've Been Working On The Railroad, and the like. By studying the lyrics and the mood of the music they will be able to detect the spirit of the American worker throughout our history.

   b. See Student Direction Sheet.

2. Development

   a. Seek the aid of the Music Department and ask for collections of songs that will reflect the mood of America both in records and in books.

   b. This same activity could be applied to any of the other listening arts forms.

   c. Find out what books are available in the library that would show the mood of the laborer as expressed in poetry, writings, etc.

3. Evaluation

   a. Each student will have a listening test to identify the work group being represented in the music and will write an analysis of the reason for the song. This may be done individually in the learning center or by the teacher with a group in the classroom.

   b. Some individuals may prefer making a tape of their analysis.

# LABOR IN AMERICA

## IV. LEARNING ACTIVITY - CARTOON COLLECTION AND ANALYSIS

### A. Purpose

1. To determine the value of cartoons as a means of expressing aspects of the labor movement.

2. To point out the conflict represented by many of the problem areas of labor: collective bargaining, strikes, etc.

3. To illustrate American thinking on various aspects of the labor movement, especially over a period of time.

4. To develop the ability to interpret cartoons.

### B. Procedure

1. Introduction

   a. Teacher could present an example of a cartoon from a newspaper or magazine showing some aspect of the organized labor movement for class interpretation. Cartoon could be in transparency form.

   b. Review some of the frequently used cartoon symbols.

   c. A professional cartoonist could be invited to the class to demonstrate techniques of cartooning to express or create public opinion.

2. Development

   a. Plan a review of past issues of newspapers and magazines.

   b. Conduct a class discussion of cartoons presented in transparency form.

   c. Prepare a collection of cartoon transparencies for future use.

3. Evaluation: Oral or written interpretations of cartoons by students to determine the extent to which the purposes of this activity were fulfilled.

# LABOR IN AMERICA

## IV. LEARNING ACTIVITY - DRAMATIZATION: NEGOTIATION OF A LABOR CONTRACT

A. Purpose: To give to students a vivid and accurate knowledge of the considerations necessary for reaching agreement in negotiating contracts between management and labor.

B. Procedure

1. Introduction

a. Students survey newspapers for articles on labor strikes and contract negotiations to stimulate discussion and research.

b. Teacher or students secure an existing contract that has been made between a local union and management.

2. Development

a. Students and teacher will survey a particular industry or branch in which a local union functions and make an analysis of the existing contract between union and management.

b. A panel, selected from the class will represent labor and management and will negotiate a new contract for the next contract period of time.

3. Evaluation

a. Contributions to student panel by individual members.

b. Test to determine student understanding of mechanics of labor-management negotiations.

# LABOR IN AMERICA

## IV. LEARNING ACTIVITY - TRADE LABOR PUBLICATIONS

### A. Purpose

1. To show that activities of the labor movement are intertwined with a varied number of institutions and fields of study.

2. To show that vocational and professional groups have problems that are peculiar to the way in which they are making a living.

3. To show that the problems of labor are not limited to the field of economics but spill over into sociology, ethics, political science, as well as other fields of learning.

4. To show that the demands labor exerts on the economy often cause pressure on many other institutions in our social structure.

5. To show that income from labor is the major source, or the only source, one has to satisfy his wants.

6. To show that there is a direct relationship between income from labor and the standard of living.

7. To show that there is a direct relationship between the outgo for labor and the demands for goods in the market place, placed there by the producer.

### B. Procedure

1. Introduction

   a. Before the activity can be used successfully trade publications and professional publications should be secured.

   b. Distribute newspapers and trade publications to pupils.

   c. Prepare a lead question: How does the material covered in labor trade publications differ from a regular newspaper? The lead question should create a teacher-pupil discussion on the wide variety of topics in the trade publications.

LABOR IN AMERICA

IV. LEARNING ACTIVITY - TRADE LABOR PUBLICATIONS (Cont'd)

2. Development

   a. Student-teacher discussion with an exchange of ideas related to topic.

   b. Have pupils classify the material in the trade papers under the heading of economics, sociology, ethics and political science. This is used to show how difficult it is, if not impossible, to make a separate classification.

   c. Have students compare the demands of labor being made in the present with those of the past.

   d. Have pupils create a trade publication of their own.

3. Evaluation: This will be based on the culminating activity itself - the trade paper.

# LABOR IN AMERICA

## IV. LEARNING ACTIVITY - TIME CHART CONSTRUCTION

### A. Purpose

1. To trace the pattern of growth of organized labor in American Society.

2. To provide the opportunity for research into the labor movement.

3. To aid in drawing conclusions, in determining reasons, and in establishing cause and effect relationships for the growth pattern of organized labor.

### B. Procedure

1. Introduction

   a. Define and explain the "time chart" idea.

   b. Discuss with students the use of charts as a means of representing information.

   c. Provide examples of different types of charts.

   d. Determine through discussion, if charts could portray a pattern of development and aid in drawing conclusions.

2. Development

   a. Plan for research on organized labor.

   b. Construct or prepare transparencies in chart form.

   c. Discuss information presented.

   d. Be prepared to do additional research into other topics that show relationship to labor movement.

3. Evaluation: Provide for each student a prepared time chart to be used to determine his ability to trace patterns and to draw conclusions by directing questions necessitating the use of the chart.

## IV. LEARNING ACTIVITY - STUDENT INTEREST SURVEY

### A. Purpose

1. To involve the students in the planning of the unit.

2. To discover those areas of labor and labor organizations that students wish to know more about.

### B. Procedure

1. Introduction: The teacher may give the students a broad scope of the kinds of things involved in the study of labor or labor organizations.

   a. Give a short oral presentation explaining the area of study.

   b. Suggest that students review the table of contents of an outline of history and note parts referring to the history of labor.

   c. Urge students to read one current article dealing with organized labor.

2. Development

   a. Students ask five questions which they would like to have answered about the history of labor in America.

   b. Teacher appoints a committee to select twenty-five of these questions to serve as a guide for the study of the unit.

   c. Teacher may guide the student committee to see that questions selected survey the broad role of labor in America or he may issue a supplementary outline to be used in conjunction with the unit.

3. Evaluation: Teachers may have students submit at the end of the unit written answers to the questions selected, as a survey of the knowledge gained in the unit of study.

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IV. LEARNING ACTIVITY - JOB SURVEY

A. Purpose

1. To discover whether or not there is job discrimination in the community.

2. To examine the views of employers on Civil Rights and/or the right to run you own business.

3. To help the student assess his own prejudices and values.

B. Procedure

1. Introduction (Show the film; "The Road Ahead", produced by the Urban League and available from Association Films.)

a. Could this happen in your community?
b. Who is being discriminated against?
c. What solutions are offered by the film?
d. Could they apply to your town?

(Have a report on "Native Son" by Richard Wright and discuss if this could apply to the local area.

2. Development

a. Have student committee select at random six places of business in the area.

b. Make up a questionnaire that would not antagonize the businessmen, but which would, at the same time, help him determine how many employ workers regardless of race, religion, creed, or nationality.

c. Make survey.

d. Compile results of survey.

C. Evaluation:

1. Evaluate the questionnaire and thoroughness of survey.

2. Evaluate for lack of prejudice in reporting.

# LABOR IN AMERICA

STUDENT DIRECTION SHEET - ARTS AND CRAFTS

PARTICIPANTS - Groups - individual

PURPOSE - To collect and exhibit various types of arts and crafts and to appreciate their aesthetic value.

POSSIBLE PROCEDURE

1. Collect picutres, pieces of furniture, art objects, glassware, silverware, cooking artifacts, and dishware of different eras of American history. Place items gathered on display.

2. Create tapes that explain the purpose of each exhibit.

3. 35 min. slides can be taken of the exhibit.

4. Create models such as:

    a. Model cars, boats, planes, etc, from kits or carved or constructed from your own design.

    b. Scale models of industrial complexes.

5. Explain, in written or oral form, the relationship between the labor involved and the aesthetic value of the item.

# LABOR IN AMERICA

STUDENT DIRECTION SHEET - HISTORICAL COMPARISON, A METHOD OF EXAMINATION: SLAVERY

PARTICIPANTS - Individual or group

PURPOSE - To make a critical examination of slavery as it existed in the U.S. prior to the mid 19th century.

POSSIBLE PROCEDURE

1. To form a basis for the critical analysis of slavery as it existed in the U.S. it might be valuable to compare it with slavery in another society.

2. Make a list of some of the societies in world history that employed slavery as a system of labor.

3. Choose one society that used slavery, other than the U.S. Discover:

   a. Method of obtaining slaves.

   b. Methods of transferring slaves from one master to another

   c. Work of slaves - type, value, rewards, etc.

   d. Role of slave family

   e. Method of obtaining freedom

   f. Life of slaves after freedom was obtained

   g. The type of society using slaves

   h. Number of slaves in proportion to the total population

4. Select one of the above characteristics and explore it in depth. in the United States. Make a comparison between the two slave systems in this area.

5. Present to the class a report disclosing your findings. You may determine the form of the report. It may be written, oral or in a descriptive form of your choice.

LABOR IN AMERICA

STUDENT DIRECTION SHEET - PANEL DISCUSSION

PARTICIPANTS - Group

PURPOSE - To investigate the differences in point of view as represented by business, labor, and government.

POSSIBLE PROCEDURE

1. Divide the class into three groups, each to represent one of the three major areas: business, labor, government.
2. Select a topic that reflects a difference of opinion between management and labor.
3. Use all available sources to research the topic.
4. Select facts and choose two from each group to present them in a panel.

# LABOR IN AMERICA

STUDENT DIRECTION SHEET - EXPLORATION OF CAREERS

PARTICIPANT - Individual - group

PURPOSE - To find out what vocational opportunities there are in our locality or in nearby cities.

POSSIBLE PROCEDURE

1. Obtain the following information about vocations that are available in our locality or nearby vicinity. Some of this information could be obtained from the local employment office.

   a. Preparation needed for the job

   b. Salary range, employment opportunities

   c. Opportunities for advancement

   d. Changes in work over the years

   e. Types of labor organizations

2. Prepare your report to the class any way you desire. You may wish to report through photographs or slides depicting the various facets of the vocation, a taped interview with someone in the vocation or a presentation of the advantages and disadvantages of the kind of job.

# LABOR IN AMERICA

STUDENT DIRECTION SHEET - BIOGRAPHY OR HISTORICAL FICTION: "THE GREAT MAN" APPROACH

PARTICIPANTS - Individual - Group - Class

PURPOSE - To understand how men and their ideas have influenced the labor movement.

POSSIBLE PROCEDURE

1. Divide into groups if desired.

2. As a member of a group in reporting you will describe the era, the industry involved, if any, conditions of labor, and the life of the man. The use of audio-visual aids should be encouraged. If tapes, filmstrips, pictures, or records are available that correlate with the man's life and times, they should be used by the group.

3. Your discussion should stress the effect of the individual on his time, i.e., Did Debs make the Pullman Strike, or Socialist party, what it was, or did the times prepare the way inevitably for any man of leadership ability?

4. Your reports should cover the history of labor from Gompers to Hoffa.

5. Where no written biography or work of fiction covers a leader whose contributions to the cause of labor is essential for understanding the subject, you may investigate the Dictionary of American Biography or similar works to gather sufficient material.

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# LABOR IN AMERICA

**STUDENT DIRECTION SHEET** - PHOTOGRAPHY (SLIDES)

PARTICIPANTS - Groups or individuals

PURPOSE - To discover types of industrial development existing in our community and areas near by and to learn the historical, economic, and sociological aspects of the labor movement.

POSSIBLE PROCEDURE

1. Break up into groups of six or seven and discuss possible places to visit and photograph.

2. Each group should select an industrial period or type of industry for presentation to the class. Some examples are:

    a. Type of industry

        (1) Small community - located factories

        (2) Large industrial complex such as Ford, Standard Oil, or General Motors.

        (3) Home industry - pictures of piece work or the needle trades.

        (4) Compare homes of industrial laborers in mill town vs. homes in suburban communities.

    b. Industrial periods

        (1) Colonial labor

        (2) Middle 19th century
            a. Allaire
            b. Batsto

        (3) Modern
            a. Toms River Chemical (CIBA)
            b. Oyster Creek Nuclear Plant, Forked River
            c. Boat - building. Clayton's or Beaton's
            d. Glidden Paint Co., Manchester

3. Take pictures and research background.

# LABOR IN AMERICA

STUDENT DIRECTION SHEET - Field Trips

PARTICIPANTS - Class, small group, individual

PURPOSE - To visit places where you may actually see different types of labor performed and/or to see the effect of labor organization on the lives of the people.

POSSIBLE PROCEDURE

1. Select appropriate place or places to visit, keeping in mind the purpose of the trip. These are some suggestions:

   a. Factory, assembly line, mass production types: Ford, Standard Oil, General Motors, Campbell, RCA.

   b. Others:

      Hershey Pa., the model "Company Town: for comparison with primary source reading on coal and steel company towns.

      Roosevelt, N.J., as an example of a socialist Utopian Society formed under the aegis of the ILGWU during the 30's. Though the project failed the community is worth a visit for comparison with Brook Farm experiment.

      Carney's Point, N.J., which was in the past a DuPont company town, a completely company owned community until several years ago. All the houses are alike. They were first rented by the month, but were later sold to the workers at a low cost. The pros and cons of this procedure might be a good discussion point.

2. Do the background research that is necessary to help make your visit most valuable. For example: The life of the founder, the period of time in existence, etc.

3. To the extent possible prepare a list of things to look for on the trip.

4. Be prepared to report on your visit. Your report could include any of the follow kinds of things:

   1. Taped interview with several employees.
   2. Drawings showing the various aspects of that job.
   3. A series of photographs to show the development of the assembly line.

LABOR IN AMERICA

STUDENT DIRECTION SHEET - Field Trips (cont'd)

4. A comparative study of the making of a product in a factory today and the making of that same product 100 years ago.

5. Your reactions to the kinds of jobs you've seen or are acquainted with in regards to reasons your would or would not like that type of work.

6. A chart or time line on which types of jobs and vocations at different times in our country's development would be shown. Keep in mind that geography and natural resources affect the kinds of labor to be found in a given area.

# LABOR IN AMERICA

STUDENT DIRECTION SHEET - ATTITUDE SURVEY

PARTICIPANTS - Class

PURPOSE - To survey attitudes of students and adults toward labor in the United States.

POSSIBLE PROCEDURE

1. Compile an attitude survey of value judgment questions requiring yes or no answers concering labor in America.
2. Controversial questions may be collected from the students of the class.
3. Survey of these questions should be compiled.
4. Questionaire could be submitted to students and/or adults.
5. Results of the survey should be submitted to and evaluated by the class.
6. Write an essay showing how and why your evaluations of labor has changed.

# LABOR IN AMERICA

STUDENT DIRECTION SHEET - ROLE PLAYING: THE ANATOMY OF THE LABOR-MANAGEMENT DISPUTE

PARTICIPANTS - Class

PURPOSE - To study the bases of conflict between labor and management and to learn about the methods of settling labor-management disputes.

POSSIBLE PROCEDURE

1. You are to engage in a Management-Labor dispute concerning the following situation: In a "union shop" of two thousand employees, the management has notified twenty-five "watchmen - firemen" that their services will no longer be required. Management has automated the plant heating apparatus, needing but one engineer, and has improved gates, locks and alarms so that six Pinkerton men will henceforth guard the plant. The factory is the only industry in the community. The Corporation has ten other plants in the United States.

2. Select five members of the class to represent the union in its fight to save the jobs of its twenty-five members, and five to represent management. The remainder of the class will represent the townspeople.

3. Each side may have one class period to prepare its arguments. Members of the general public may be asked their opinions by either side during this preparation period.

4. Each side may have no more than ten minutes to present its case, and no more than five to answer the arguments of their opponents. The general public in this case may ask questions of either side after the arguments have been presented.

5. Steps 2, 3, and 4 are examples of collective bargaining. This same problem could be submitted to compulsory arbitration and structured by the teacher.

LABOR IN AMERICA

STUDENT DIRECTION SHEET - A RADIO SHOW - SONGS OF THE WORKING MAN

PARTICIPANTS - Group

PURPOSE - To discover the feelings of the working man as expressed in song.

POSSIBLE PROCEDURE

1. There will be three groups at a time working on this activity.

2. One will be listening to records, one will be doing research about working conditions in various periods, and the third will be reading lyrics and determining what they mean. The research may be done with books, magazine articles, and filmstrips.

3. Groups will rotate, so each will have an opportunity to listen, read, and research.

4. Each group will work on a narrative to accompany their selection or selections of songs of the working man. (One group might be on the railroad songs, another on the workers in the fields, another on the songs of the sea, etc.)

5. The final step will be to prepare a radio script of 15-30 minutes including a narrative and a sample of the songs relating to area of interest.

6. Tape the show.

# LABOR IN AMERICA

STUDENT DIRECTION SHEET - CARTOON COLLECTION AND ANALYSIS

PARTICIPANTS - Individual

PURPOSE - To show how cartoons illustrate American thinking on various aspects of the labor movement.

POSSIBLE PROCEDURE

1. Review past issues of newspapers and magazines and select cartoons with labor overtones.

2. Original cartoons could be drawn to point out some current issue.

3. Review events of the times which probably motivated cartoonist to portray this particular idea.

4. Prepare transparencies of cartoons collected or of original cartoons for use in class discussion. Transparencies should be accompanied by a prepared background statement.

5. A scaled enlargement of an existing cartoon could be prepared for display.

6. Discuss in class reactions to cartoons and the values of cartoons as a means of expression.

LABOR IN AMERICA

STUDENT DIRECTION SHEET - DRAMATIZATION: NEGOTIATION OF A LABOR CONTRACT

PARTICIPANTS - Class - group

PURPOSE - To have students, through their research and a simulated negotiation session, gain greater insight into the complexity of the problems involved.

POSSIBLE PROCEDURE

1. Student committees make inquiries in the community, to ascertain which of the local businesses have employees organized in labor unions (factories, trucking concerns, barber shops, beauty parlors, supermarkets, building trades), and to find out from union officials whether it is possible to obtain specimen contracts for study purposes.

2. Student groups are to study the specimen contracts to note the job analysis and pay scales in different operations, provision for retirement, vacations, paid holidays, sick benefits, seniority rights, and educational activity.

   (If it is not possible to obtain specimen contracts locally, other sources can be found for this information, such as the A.F.L.-C.I.O. Headquarters in Washington, D.C.)

3. Students who are to negotiate for management must work up some realistic figures for costs of operation including wages, materials, maintenance, expansion, advertizing, insurance, taxes, distritution, interest and dividends, sales and net profits.

4. Students who are to negotiate for labor must decide on what features of existing contractual arrangements they will accept without change and what features they wish to change. Management and Labor agree beforehand on the agenda for the first meeting.

5. Present an actual dramatization of negotiating session. A panel of students, possibly five on a side may conduct the negotiation taking up the various items in the agenda in order.

STUDENT DIRECTION SHEET - DRAMATIZATION: NEGOTIATION OF A LABOR CONTRACT (Cont'd)

6. Have the negotiations break down and come to a standstill and then have a group of students act as a third party to finalize a successful contract.

7. If a local contract has been used as a model, secure one of the negotiators to discuss with the class the problems involved and how they were resolved.

# LABOR IN AMERICA

STUDENT DIRECTION SHEET - TRADE LABOR PUBLICATIONS

PARTICIPANTS - Individual or group

PURPOSE - To find from labor publications the varied interests of labor.

POSSIBLE PROCEDURE

1. Secure publications from labor unions.

2. Classify material under the following general headings:

   Community interests
   Welfare interests
   Health interests
   Recreation
   Religion
   Political
   Economic

3. Write a trade magazine following the format used by labor unions publications. Include materials that you think would be of interest to your classmates.

# LABOR IN AMERICA

STUDENT DIRECTION SHEET - TIME CHART CONSTRUCTION

PARTICIPANTS - Individual

PURPOSE - To trace the pattern of growth of organized labor in American society and to determine reasons for this pattern.

POSSIBLE PROCEDURE

1. Gather statistics concerning the growth of organized labor.
2. Prepare transparencies in time chart form to depict statistical information.
3. Through research and/or discussion explore possible reasons for depicted information.
4. Additional transparencies may be prepared in the form of overlays for comparison of information.
5. Draw conclusions based on research and comparison of information presented in transparency form.

# LABOR IN AMERICA

STUDENT DIRECTION SHEET - STUDENT INTEREST SURVEY

PARTICIPANTS - Entire class and a committee

PURPOSE - To help the teacher discover what you want to know as you study this unit. To help the teacher discover what you have gained by the study.

POSSIBLE PROCEDURE

All Students

1. Survey material available in study of labor in America.
2. Look over table of contents.
3. List five questions that you want answered in the study of the unit.
4. Hand questions to student committee.
5. After questions are compiled by the committee they should be answered in writing during the remainder of the study of the unit.

LABOR

STUDENT DIRECTION SHEET - Job Survey

PARTICIPANTS - Individual or committee

PURPOSE - To determine the amount of job discrimination that exists or does not exists in your community.

POSSIBLE PROCEDURE

1. Observe the film "The Road Ahead" or read a book about job discrimination such as Richard Wright's "Native Son."

2. Determine the issues involved if discrimination in hiring practices is evident.

3. Prepare a questionnaire for your interview of a representative group of employers in your community.

4. Tabulate the results of your interviews in order to present them to the class.

LABOR IN AMERICA

V. Suggested Content Guide

A. Recruiting an adequate labor force in colonial America

1. Entire family is basic labor unit in primative agricultural society

2. Insufficient labor supply creates need for new methods

a. Slavery

b. Indentured servititude

c. Redemptioning

3. More than half of all colonists came as one of the above

a. No permanent loss of status incurred

b. Bound labor blends into general society with exception of slaves

B. Colonies develop individual attitudes toward labor

1. New England finds less need for extra labor

2. Middle Colonies find need for skilled labor

3. The South needs wide spectrum of cheap labor

C. An Emerging Factory System

1. Power - driven machinery transforms methods of production

2. New type of labor force emerges

3. Urbanization occurs

4. New working conditions a source of social unrest

a. Farm labor adjusts to requirement of machine

b. Long hours at low pay under poor conditions are reminiscent of Europes industrial problems

c. The Sowell System presents paternal alternative

LABOR IN AMERICA

I. Suggested Content Guide (Cont'd)

D. Labor in the Jackson Era

1. The beginnings of a Workingman's Party

2. The demand for free public education

3. The demand for the 10 hour day

II. Labor Organizes 1840-1890

A. The problems of an organized labor movement

1. Union for all workers or only the skilled?

2. Political agitation within the existing system or social revolution?

3. Creating a labor party or gravitating to one of 2 main parties?

4. Bread and Butter demands of wages, hours, and conditions or complete social reform for the underprivileged?

5. Unrestricted immigration or limiting the labor supply?

6. Is a Union compatible with democratic principles?

B. Background of discontent

1. The machine

2. Loss of status

3. Conditions of labor

4. The company store and the company town

5. Absentee ownership

V. Suggested Content Guide (Cont'd)

C. The rise and fall of the knights of labor

1. The acceptance of all comers

2. The effect of the Haymarket Affair

3. The strike issue

D. Organizing the American Federation of Labor

1. Comparing the Knights and trade unionism

2. Functions of a trade union

3. The political role of labor

E. Revolutionary unionism

1. The I.W.W.

2. The rise of socialism as a political voice of labor

III. Labor Unrest 1870-1919

A. Unorganized labor attempts to meet the power of big business- The Mally Maquires

B. Organized labor attempts to meet the challenge

1. The railroad strike

2. McCormic Harvester Strike (The Haymarket Riot)

3. The Homestead Steel Strike

4. The Pullman Strike - the use of federal troops

5. The U.S. Steel Strike of 1919

IV. The Decline of Trade Unions in the Past World War I Years

A. A dombination of circumstances create decline in membership

1. Republican administrations favorable to business

2. The boom created high employment

3. Factory wages rose slowly but steadily

V. Suggested Content Guide (Cont'd)

4. The AFofL refused support to industrial unions and old line craft structure was unsuited to needs of mass production industry

5. Public opinion was anti-union

B. The Advent of Welfare Capitalism

1. Business concerns adopt new techniques--profit-sharing, stock distribution, vacation and retirement funds, insurance, recreational activities

2. The company union

V. A New Deal for Labor

A. The concept of government protection shifts from management to labor

1. Pre - F.D.R. - the Norris - LaGuardia Act protects unions

2. F.D.R. undertakes comprehensive labor legislation

a. The N.I.R.A.

b. Social Security

c. Relief Acts - The WPA,PWA,CCC

d. Fair Labor Standards Act

e. The National Labor Relations Act

B. New Deal Regulations change the context of Collect Bargaining

C. The rise of industrial unionism

D. Abuses of "Big Labor"

1. The labor racketeer

2. Obstructive factories

LABOR IN AMERICA

V. Suggested Content Guide (Cont'd)

VI. Government Regulations of Unions

A. Taft-Hartley redresses the balance

B. The Sandrum-Griffin Act

VII. Problems Remain

A. Automation and technological unemployment

B. Collective Bargaining or government arbitration?

C. The right to work laws

# LABOR IN AMERICA

## A Glossary of Labor Terms

CRAFT UNION Organization of workers who perform skilled or semi-skilled labor. Examples: electricians and carpenters.

FEATHERBEDDING Insistence by unions on employment of unnecesary workers.

FINK Strikebreaker who is furnished to employers by a strikebreaking organization.

FRINGE BENEFITS Welfare advantages to workers to supplement wages. Examples: health insurance, vacations with pay, bonuses, allowances for travel time, and recreational facilities.

INDENTURED SERVANT Early immigrant to American colonies who was bound by a contract to work for a certain period in return for passage, with prospect of receiving land or other compensation after completion of service.

INDUSTRIAL UNION Union which included all workers in a specific industry (such as mining or automobile manufacturing) without regard to particular skill or duty. Examples: United Mine Workers and United Steel Workers of America.

INJUNCTION Court order forbidding unions to engage in certain activities defined as punishable.

JOURNEYMAN Worker who, after serving apprenticeship with master workman, becomes a full-fledged craftsman.

JURISDICTIONAL STRIKE Dispute as to which of two labor organizations has the right to do a particular job.

LOCKOUT Closing of a plant by management to pressure workers to accept employer's terms.

OPEN SHOP Establishment where employment is not restricted to union members.

PICKETING Practice of marching in front of an establishment by striking workers to publicize their cause and to discourage anyone from taking a job in the struck plant.

LABOR IN AMERICA

A Glossary of Labor Terms - (Cont'd)

PROFIT-SHARING PLAN Incentive arrangement by which workers share in the financial success of companies through gifts of stock or other monetary rewards.

REDEMPTIONER Early immigrant to American colonies who agreed to pay for his passage by selling his labor upon arrival in New World.

RIGHT-TO-WORK LAWS Laws passed by states legalizing the open shop and removing any requirement that workers must join a union.

SCAB Outsider who is brought into a plant to replace a striking worker, thereby helping to break the strike.

SECONDARY BOYCOTT Protest by employees in one plant, who refuse to buy, handle, or work on goods made in a second plant involved in a labor dispute. Outlawed unter Taft-Hartley Act.

SIT-DOWN STRIKE Work stoppage caused when strikers prevent operation of a plant by refusing to leave plant premises.. Illegal as a result of Supreme Court ruling.

UNION SHOP Establishment in which nonunion workers may be employed provided they agree to join the recognized union of the plant after a specific date. Authorized under Taft-Hartley Act.

YELLOW-DOG CONTRACT Agreement by which a worker promises not to join a union if hired and which he must sign before employment is granted. Outlawed under Taft-Hartley Act.

VI. Suggested Resources

A. Bibliography

1. Non-fiction

Austin, A. The Labor Story: A Popular History of American Labor, 1786-1949
Bakke, E. Unions, Management and The Public
Barach, A. The New Europe and Its Economic Future
U.S.A. and Its Economic Future
Barbash, J. The Practice of Unionism
Unions and Union Leadership: Their Human Meaning
Beard, C. America in Midpassage
Bird, C. The Invisable Scar
Brody, D. Labor in Crisis, The Steel Strike of 1919
Brooks, T. Toil and Trouble: A History of American Labor
Brown, E. The Economics of Labor
Brown, D. The Year of the Century
Bruce, R. 1877: Year of Violence
Buckingham, W. Automation: Its Impact on Business & People
Chamberlain, N. Labor
Chenery, W. Industry and Human Welfare
Clark, F. How We Live
Coleman, J. The Changing American Economy
Commons, J. History of Labor In the United States
Cronon, D. Labor and The New Deal
Daniels, W. The American Labor Movement
David, H. The History of the Haymarket Affair
Davies, W. The New Deal: Interpretations
Debs, E. Writings and Speeches of Eugene Victor Debs
Dulles, F. Labor in America
Durand, J. The Labor Force In the U.S.
Erickson, C. American Industry and the European Immigrant-1860-1885
Estey, M. Regulating Union Government
Faulkner, H. & Starr, M. Labor In America
Faulkner, H. Quest for Social Justice, 1898-1914
Fine, N. Labor and Farmer Parties in the United States
Foner, P. History of the Labor Movement In the U.S.
Galbraith, J. The New Industrial State
Ginger, R. Altgeld's America: The Lincoln Ideal Versus Changing Realities
Goldberg, A. AFL-CIO: Labor United
Goldstein, B. & Stark, H. Entering the Labor Force
Gregory, C. Labor and the Law
Gutman, H. The Workers Search For Power: Labor In the Guilded Age

VI. Suggested Resources (Cont'd)

Harlan, H. Readings in Economics and Politics
Harvard Social Studies Project. The Rise of Labor and The New Deal
Heilbroner, R. The Making of Economic Society
Herling, J. Labor Unions In America
Holbrook, S. Dreamers of the American Dream
Humphrey, Senator H. War on Poverty
Iman, R. & Koch, J. Labor In American Society
Karson, M. American Labor Unions and Politics, 1900-1918
Keir, M. Epic of Industry
Keiser, N. Economics: Analysis and Policy
Kennedy, R. The Enemy Within
Kreps, J. Automation and Employment
Lens, S. Working Men: The Story of Labor
Lindsey, A. The Pullman Strike
Lineberry, W. Challenge of Full Employment
Litwack, L. The American Labor Movement
McKay, C. The Macmillan Job Guide to American Corporations
Marshall, R. The Negro and Organized Labor
Marx, H. American Labor Today
Moore, T. The Slaves We Rent
Oliver, D. & Pearson, F. The Rise of Organized Labor
Orth, S. The Armies of Labor
Immigration and Labor
Parades, A. Labor In Action: The Story of the American Labor Movement
Pelling, H. American Labor
Perry, J. 17 Million Jobs
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Richberg, D. Labor Union Monopoly: A Clear and Present Danger
Riis, J. How the Other Half Lives
Shippen, K. Miracle In Motion: The Story of America's Industry
This Union Cause: The Growth of Organized Labor In America
Somers, G. Labor, Management and Social Policy
Spence, C. The Sinews of American Capitalism
Starr, M. Labor and America's War
Stein, E. Labor Problems in America
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Tarbell, I. The Nationalizing of Business
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Weiberger, B. The Age of Steel and Steam
Werstein, I. The Great Struggle, Labor In America
Wideck, B. Labor Today: The Triumphs and Failures of Unionism in the United States Today
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### 2. Non-fiction - Biography

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Carnegie, A. Autiobiography of Andrew Carnegie
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Davis, J. The Iron Puddlers: My Life in the Rolling Mills and and What Became of It
Forsee, A. Frank Lloyd Wright, Rebel in Concrete
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Gompers, S. Seventy Years of Life and Labor: An Autobiography
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Selvin, D. Eugene Debs
Sloan, A. My Years with General Motors
Washington, B. Up From Slavary: An Autobiography

### 3. Fiction

Atherton, S. Mark's Own
Barber, E. Hunt for Heaven
Davenport, M. The Valley of Decision
DosPassos, J. Mid-Century
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Ferber, E. Giant
Harwells, W. A Hazard of New Fortunes
Hughes, R. The Giant Wakes
Johnson, A. The Bearcat
Llewellyn, R. How Green Was My Valley
Norris, F. The Octopus
The Pit
Sinclair, U. The Jungle
Singer, I. The Manor
Steinbeck, J. Grapes of Wrath
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4. Reference Sources

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Choosing Your Occupation
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Early Settlers of New England
1898
Flatboatmen of the Frontier
Folksongs of America's History
Furniture Craftsman
Henry Ford
Labor Movement: Beginnings and Growth in America
Let's Face It: Part I
" " " : Part II
Life and Times of the Iron Horse
Life in Old Louisiana
Machinist and Toolmaker
Meaning of the Industrial Revolution
Planning Your Career
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Railroad Builders
Saga of the Erie Canal

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VI. Suggested Resources (Cont'd)

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